

**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

Sub: School Education Department – Introduction of English Medium with CBSE Syllabus in a Parallel Section from VI Class in 6500 identified High Schools in the Government Sector (Govt./ZP/Municipal) in the State that are also Proposed for Strengthening under the SUCCESS Project – Orders – Issued

EDUCATION (SE-TRG) DEPARTMENT

G.O.Ms.No. 76

Dated: 10.06.2008

Read the following:-

Introducing English Medium in Government sector High Schools in the state had been under the consideration of the Government for quite some time. In the present educational scenario in the State, it is seen that about 95% of Private sector high schools are offering English medium, where as an overwhelming majority (more than 98%) of high schools in the Government sector are offering education in Telugu medium only. Further, a large majority of the Private sector high schools are located in the urban areas only. Observing the overall social trends and patterns in the education sector in the state, it is seen that while most private sector English medium schools are located in the urban areas, there are very few comparable facilities in the rural areas. Most students in the rural areas, particularly those belonging to the rural poor families including the small and marginal farmers, agricultural labourers, artisans, poor SC/ST and BC families have no alternative but to pursue their studies in Telugu medium only, in the absence of any facilities for English medium in the rural areas; while such facilities are available mostly in the urban areas and are being accessed mainly by the middle and upper classes of the society, based in urban areas.

2. Considering the matter in its entirety, Government in 2006 had permitted English medium sections to be commenced in Government sector schools in the districts at the rate of one school per Legislative Assembly Constituency. In three districts in the state, i.e., Chittoor, East Godavari, and Kurnool, English Medium sections were commenced in Zilla Parishad and Municipal High Schools.

3. However, earlier in 2003-04 it self, some Municipal Corporations and Municipal Councils in the state had taken initiative independently to introduce exclusive English Medium in some of their schools at Primary and High School level. Some of these schools, such as in Kadapa city and Jammalamadugu town of Kadapa district, Rajahmundry in East Godavari district, Visakhapatnam Municipal Corporation in Visakhapatnam district, etc. have been functioning well and imparting education in English medium. Similarly, in the city of Hyderabad, exclusive English medium was introduced in 8 Government high schools, and parallel English medium sections introduced in 22 Government high schools more than 40 years ago. All these schools have all been functioning satisfactorily over the years.

4. It is also agreed widely that stronger abilities to understand and communicate in English language are undoubtedly affording better employment opportunities for the youth, with a progressively increasing share of employment being in the private sector that is organized on a national and even international scale. Considering all these factors, and considering the need to provide the option for education at high school level in Government sector schools with English as the medium to the rural poor SC, ST, and BC and other students, Government directed a thorough examination of the entire issue, and consultation with all the stake-holders on the subject.

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5. Accordingly, stake-holders' workshops were conducted at regional centers through out the state, with participation from the parents, individual teachers, teachers' association representatives, educationists, retired and serving officers of the education department. Consultation workshops were also conducted with the representatives of teachers' associations and with Teacher-MLCs in the state, and their opinions on the matter taken.

6. After a careful examination of the entire issue, and taking into account the opinions expressed in the stakeholders' workshops and the past experience of Government sector high schools (including Government schools, Zilla Parishad schools, Municipal schools, and residential schools) in introducing and conducting the instruction in English Medium; and considering the overall necessity of providing equitable opportunities to children of rural poor, SC, ST, and other Backward Classes families in the rural areas, as well as the children of families of urban poor, to obtain education at High school level in English medium for better educational and employment opportunities in the future, Government is of the considered opinion that there is a definite injustice that has been done to the children of these disadvantaged families belonging to the rural small and marginal farmers, agricultural labour, SC/ST/BC families, and the urban poor and slum-dwellers, in their being unable to access High School education in English medium since such facility was mostly available only in the private sector.

7. Accordingly, with a view to make available the option of English medium education to the children of rural small and marginal farmers, agricultural labour, SC/ST/BC families, and the urban poor and slum-dwellers in an equitable manner together with the others, Government hereby approve the introduction of English Medium instruction in a parallel section (i.e., ensuring that instruction continues in Telugu or other mother-tongue medium in at least one other section in the same school) in 6500 identified Government sector (Zilla Parishad, Government and Municipal) High Schools in the state, distributed equitably throughout the state, as per the District-wise lists included in the annexures to this order.

8. Further, with a view to enable the students from rural poor families (particularly the Girl students) to continue their education in English medium till they reach seventeen years of age and complete their 'Plus-Two' level of education at the High School itself, Government hereby approve the introduction of syllabus affiliated to the Central Board of Secondary Education in all the English Medium sections in the identified 6500 High Schools, with a view to introduce Classes XI and XII (plus-two level) in these 6500 High Schools. Orders regarding the introduction of Classes XI and XII will be issued separately, adequately before the 2008-09 batch of VI class students come to the XI class level.

9. Government also direct that all the above 6500 High Schools identified and selected for introduction of English Medium shall be included for full-fledged strengthening under the proposed project "SUCCESS" (Strengthening & Universalization of Quality and Access to Secondary Schools).

10. Government further direct that steps shall be taken to introduce Computer Education Program (CEP) in all the above 6500 High Schools under the ICT (Information and Communication Technology) project, other than those schools in which it has already been introduced.

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11. There are at present 12,094 Upper Primary Schools in the state, and are offering education from Class I to Class VII. Further, all the High Schools in the state are at present offering education in Classes VI to X. In a large number of cases of Upper Primary Schools, these schools are located either in the same village / town where the High School is also located, which is also offering education in VI and VII classes. There are 453 Upper Primary Schools in the state that are located either in the same village or town as the Government sector High School, or are located within a distance of less than one KM from the nearest High School. Further, there are 4068 Upper Primary Schools in the State that are located between one and two KM distance from the nearest High School. It is also seen that the enrolment in a large number of the Upper Primary sections (VI and VII Classes) in these Upper Primary Schools is very low. In 408 Upper Primary schools in the entire state, the combined enrolment in VI and VII classes put together is less than 10 per school; in 1110 Upper Primary schools' Upper Primary sections it is between 11 to 20; in 2341 Upper Primary schools' Upper Primary sections it is between 21 to 30; and in 2326 Upper Primary schools' Upper Primary sections it is between 31 to 40.

12. It is also seen that many of the Upper Primary sections of Upper Primary schools suffer from the following disadvantages:

- (i) Most Upper Primary sections of Upper Primary schools do not have the full complement of qualified subject teachers for Mathematics, Sciences, Social Studies, English, etc. to teach these subjects. Upper Primary sections of Upper Primary schools have only one or two additional teachers and one Language Pandit to teach the VI and VII classes of these schools. Comparatively, in most of the High schools, there are subject-wise teachers for all subjects and languages.
- (ii) Upper Primary Schools do not have a Physical Education Teacher.
- (iii) There is no provision of a Library, Science and Computer laboratories, etc. in the Upper Primary schools for the VI and VII class students.
- (iv) The number of students in Upper Primary sections (VI and VII combined) of Upper Primary Schools in the state is less than 20 in 6185 schools. It is widely agreed that with sub-normal strength, the enthusiasm and the vibrant, learning atmosphere in the classroom would be negatively affected.

13. Further, a large number of High Schools in the state do not have the desired class strength in the VI and VII classes, for the obvious reason that the enrolment in these classes is divided between the High School and the Upper Primary schools nearby. Also, many of these high schools do not have the required number of teachers, due to constraints of the norms of 'teacher-student ratio' in the school as a whole, and for other reasons. It is therefore felt that a positive synergy can be achieved between the Upper Primary sections of Upper Primary schools that are located within a reasonable distance of the High Schools, and the High Schools themselves, for the delivery of educational services with a quantum improvement in their quality.

14. Accordingly, Government also direct that in all cases where the Upper Primary schools are located within a distance of two KM or less from the nearest High School where English Medium is being introduced and which has been selected for strengthening under the SUCCESS project together with Computer Education, the Upper Primary Sections of such Upper Primary

Schools shall be shifted together with all the posts of Teachers (Secondary Grade Assistants, School Assistants, Language Pandits, and any others) which have been sanctioned for the Upper Primary section in the Upper Primary school. The individual Teachers occupying such posts shall also be shifted together with the posts to such High School, subject to the condition that such shifting of the individual teacher would not constitute a 'transfer' for the purpose of counting of period of service eligible to seek a transfer, when regular transfers are made for the Government sector teachers in the state. The district-wise names of such Upper Primary Schools in the State, from which the Upper Primary sections are ordered to be shifted together with the teachers to the nearby High Schools, is shown in the District-wise statements included in the annexure to this order (giving the details High School wise for each district).

15. However, it is clarified that the Primary Sections (Classes I to V) in all such Upper Primary schools (from which the Upper Primary sections – Class VI and VII - are ordered to be shifted to the nearest High School) shall continue to function in the same school, as Primary Schools. Hence, there shall be no closure of any school in this process.

16. Common Cadre of Teachers: For the introduction of English Medium in the identified 6500 High Schools in the state, and to carry out the teaching for these sections, it is felt that it would be highly desirable to have interchangeability of teachers between the two media for better management of teacher-resources in a given school, in times of temporary absence, leave, etc. by any of the teachers. Government accordingly direct that all the subject School Assistant cadre teachers (Mathematics, Biological Sciences, Physical Sciences, and Social Studies) be entrusted with the task of teaching both the English and Telugu media in the schools and that there shall be a single cadre of teachers only (subject-wise), for both English and Telugu Media, for all the Government and Zilla Parishad High Schools in each district, and for each Municipal town, respectively.

17. English Training: In order to equip and enable the subject teachers to handle classes in English medium, Government direct that all the subject teachers be given adequate training in English so as to improve their command over the language, and improve their capabilities to teach in English medium. The trainings shall be arranged for an adequate duration so as to give full confidence to the teachers on their abilities to understand, speak and teach in English. The English Training shall be conducted, taking the technical expertise and assistance from the English & Foreign Languages University Hyderabad, and the Regional Institute of English, Bangalore.

18. Development and Training of a District Level Resource Persons Group: Government also order that as a long-term measure, 40 to 45 good English School Assistant Teachers (or Secondary Grade Teachers who have the requisite qualifications in English as a subject) shall be selected and sent for long-term training to EFLU Hyderabad, RIE Bangalore and other similar reputed institutions, so as to prepare them to be resource-persons at the district level to conduct regular training programs for other teachers.

19. Setting up English Language Laboratories & Supply of Dictionaries to High Schools: Government also order that steps shall be initiated to set up an English Language Laboratory in each of the 6500 High Schools where English medium is introduced with audio-equipment to enable the students to have interactive sessions through listening and answering simple English conversations. Government also direct that each of these schools shall be supplied with at least 6 English to Telugu and 6 Telugu to English dictionaries for use by the students and the teachers.

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20. Strengthening of District Centers for English (DCEs) and English Language Training Centers (ELTCs) in the Districts: Government also direct that efforts shall be initiated to strengthen the existing DCEs and ELTCs in all the districts with additional training and hostel facilities, so as to facilitate the maximum utilization of these facilities to provide training to the High School Teachers in improving their English language abilities.

21. The Director of School Education shall take immediate action to implement the above and specifically in respect of the following:

- (i) Commence parallel English Medium sections in VI class in the High Schools as per the District-wise list enclosed;
- (ii) Take necessary action to shift the Upper Primary Sections of the identified Upper Primary schools, to the identified High Schools in which English Medium as a parallel section (in Class VI), and Computer Education are being introduced, as per the District-wise lists enclosed;
- (iii) Ensure that all such Upper Primary Schools continue to function as Primary Schools with Classes I to V; and that there is no closure of even a single school;
- (iv) After taking into account the number of posts (School Assistants, SGTs, and Language Pandits) that will be shifted (with the teachers, or vacant) from the Upper Primary sections of Upper Primary schools to the identified 6500 High Schools in which English Medium is being introduced as a parallel section; and further, after taking into account the number of students section-wise in each of these 6500 High Schools, and calculating the need for additional sections as per norms, and calculating the need of additional sanction of posts of School Assistants /Language Pandits, etc. in these 6500 schools as per the requirement of additional sections, initiate proposals to the Government for sanction of new posts for these 6500 High Schools;
- (v) Draw-up a continuous schedule of training to improve English language skills to the subject School Assistants in all the Government sector High Schools in the state; Efforts may be made to conduct the training once in a month without the schools' academic work suffering (preferably on Second Saturday and Sunday) in a location suitable to most teachers;
- (vi) Initiate steps to identify, develop and send for special training, of district level resource persons group of 40 to 45 English School Assistants (or SGTs with requisite qualifications) per district;
- (vii) Initiate steps to set up English language laboratories and supply dictionaries to all the 6500 Government sector High Schools in the state in which English Medium is being introduced as a parallel section;
- (viii) Initiate proposals for strengthening District Centers for English (DCEs) and English Language Training Centers (ELTCs) in all the districts, and set up three new DCEs in such districts where there is no DCE or ELTC.

22. The Director of School Education shall take immediate further action accordingly.

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23. This order is issued with the concurrence of the Finance Department vide their U.O. Note No. xxxx dated

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

**Dr. C.B.S. VENKATARAMANA, I.A.S.,
PRINCIPAL SECRETARY TO GOVERNMENT**

To

The Director of School Education, A.P. Hyderabad

All District Collectors

Copy to the PS to Prl.Secy to C.M.

Copy to the PS to M(SE)

Copy to the PS to Prl.Secy(SE)

SF/SCs

//FORWARDED BY ORDER//

SECTION OFFICER